

**Correlations to Texas Essential Knowledge and Skills (TEKS) - STUDENT COMPONENTS**  
**128.31 English I for Speakers of Other Languages**

correlated to  
Hampton-Brown/National Geographic School Publishing

**EDGE Fundamentals**

**Correlations to Texas Essential Knowledge and Skills (TEKS) - STUDENT COMPONENTS**  
**128.31 English I for Speakers of Other Languages**  
 correlated to  
 Hampton-Brown/National Geographic School Publishing  
**EDGE Fundamentals**

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
<b>(b) Knowledge and Skills.</b>					
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(1) determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin roots	>>>>>	>>>>>	62, 205, 310, 557
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(2) determine the meaning of grade-level technical academic English words in multiple content areas derived from Greek roots	>>>>>	>>>>>	21, 69, 557
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(3) determine the meaning of grade-level technical academic English words in multiple content areas derived from other linguistic roots	>>>>>	>>>>>	93, 310, 557
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(4) determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin affixes	>>>>>	>>>>>	21, 62, 310

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(5) determine the meaning of grade-level technical academic English words in multiple content areas derived from Greek affixes	>>>>>	>>>>>	69, 546, 557
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(6) determine the meaning of grade-level technical academic English words in multiple content areas derived from other linguistic affixes	>>>>>	>>>>>	22, 93, 557
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	(1) analyze textual context (within a sentence) to distinguish between the denotative and connotative meanings of words	>>>>>	>>>>>	291, 373, 548
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	(2) analyze textual context (in larger sections of text) to distinguish between the denotative and connotative meanings of words	>>>>>	>>>>>	361, 373, 548
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) produce analogies that describe a function of an object or its description;	(1) produce analogies that describe a function of an object	>>>>>	>>>>>	300, 358, 547
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) produce analogies that describe a function of an object or its description;	(2) produce analogies that describe an object	>>>>>	>>>>>	300, 358, 547

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and	(1) describe the origins of foreign words or phrases used frequently in written English	>>>>>	>>>>>	22, 558, 559
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and	(2) describe the meanings of foreign words or phrases used frequently in written English	>>>>>	>>>>>	22, 558, 559
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	(1) use a dictionary (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations	>>>>>	>>>>>	244, 269, 291
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	(2) use a dictionary (printed or electronic) to determine or confirm the meanings of words and phrases, including their etymology	>>>>>	>>>>>	244, 269, 313
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	(3) use a glossary (printed or electronic) to determine or confirm the meanings of words and phrases	>>>>>	>>>>>	10, 88, 190

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	(4) use a thesaurus (printed or electronic)	>>>>>	>>>>>	6, 69, 547
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) analyze how the genre of texts with similar themes shapes meaning;	(1) analyze how the genre of texts with similar themes shapes meaning	>>>>>	>>>>>	145, 267, 487
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(1) analyze the influence of mythic literature on 20th century literature	>>>>>	>>>>>	90, 343, Student Journal for Hercules
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(2) analyze the influence of mythic literature on 21st century literature	>>>>>	>>>>>	90, 343, Student Journal for Hercules

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(3) analyze the influence of classical literature on 20th century literature	>>>>>	>>>>>	23, 24, 480
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(4) analyze the influence of classical literature on 21st century literature	>>>>>	>>>>>	23, 24, 480
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their under	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(5) analyze the influence of traditional literature on 20th century literature	>>>>>	>>>>>	90, 104, 342
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	(6) analyze the influence of traditional literature on 21st century literature	>>>>>	>>>>>	90, 104, 342

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(C) relate the figurative language of a literary work to its historical and cultural setting.	(1) relate the figurative language of a literary work to its historical setting	>>>>>	>>>>>	24, 410, 486
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(C) relate the figurative language of a literary work to its historical and cultural setting.	(2) relate the figurative language of a literary work to its cultural setting	>>>>>	>>>>>	24, 410, 486
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	(1) analyze the effects of diction in poetry	>>>>>	>>>>>	42, 44, 222
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	(2) analyze the effects of imagery in poetry	>>>>>	>>>>>	145, 482, 486
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:	(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	(1) explain how dramatic conventions enhance dramatic text	>>>>>	>>>>>	20, 415, 416

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	(1) analyze non-linear plot development	>>>>>	>>>>>	113 T239E T323E T461
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	(2) compare non-linear plot development to linear plot development	>>>>>	>>>>>	113  T239E T323E T461
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(1) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	>>>>>	>>>>>	103, 118, 395
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(C) analyze the way in which a work of fiction is shaped by the narrator's point of view	(1) analyze the way in which a work of fiction is shaped by the narrator's point of view	>>>>>	>>>>>	38, 480   Student Journal for Frankenstein
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	(1) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature	>>>>>	>>>>>	90, 96, 104



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(1) analyze how literary essays interweave personal examples with factual information to explain a situation or event	>>>>>	>>>>>	132, 428, 431
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(2) analyze how literary essays interweave personal examples with factual information to present a perspective on a situation or event	>>>>>	>>>>>	132, 428, 431
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(3) analyze how literary essays interweave personal examples with factual information to describe a situation or event	>>>>>	>>>>>	132, 428, 431
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(4) analyze how literary essays interweave personal ideas with factual information to explain a situation or event	>>>>>	>>>>>	132, 428, 431

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(5) analyze how literary essays interweave personal ideas with factual information to present a perspective on a situation or event	>>>>>	>>>>>	132, 428, 431
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(6) analyze how literary essays interweave personal ideas with factual information to describe a situation or event	>>>>>	>>>>>	132, 428, 431
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. S	(A) explain the role of irony, sarcasm, and paradox in literary works.	(1) explain the role of irony in literary works	>>>>>	>>>>>	97, 346, 479
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	(A) explain the role of irony, sarcasm, and paradox in literary works.	(2) explain the role of sarcasm in literary works	>>>>>	>>>>>	217, 338, 386

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	(A) explain the role of irony, sarcasm, and paradox in literary works.	(3) explain the role of paradox in literary works	>>>>>	>>>>>	114, 177, 265
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	(1) explain the controlling idea of an expository text	>>>>>	>>>>>	167, 176, 183
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	(2) explain the specific purpose of an expository text	>>>>>	>>>>>	67, 167, 176
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	(3) distinguish the most important from the less important details that support the author's purpose	>>>>>	>>>>>	191, 197, 287

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	(1) summarize text	>>>>>	>>>>>	282, 286, 475
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	(2) distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	>>>>>	>>>>>	191, 197, 373
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	(1) differentiate between opinions that are substantiated and unsubstantiated in the text	>>>>>	>>>>>	183, 201, 289, 363
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	(1) make subtle inferences about the ideas in text	>>>>>	>>>>>	122, 415, 450
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	(2) make subtle inferences about [the text's] organizational patterns	>>>>>	>>>>>	263, 309, 370

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	(3) draw complex conclusions about the ideas in text	>>>>>	>>>>>	63, 183, 433
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	(4) draw complex conclusions about [the text's] organizational patterns	>>>>>	>>>>>	125, 205, 306
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	(1) synthesize ideas and details in several texts selected to reflect a range of viewpoints on the same topic	>>>>>	>>>>>	311, 316, 459
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	(2) make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic	>>>>>	>>>>>	289, 311, 364, 367
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	(3) support those findings with textual evidence	>>>>>	>>>>>	289, 311, 364

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(1) analyze the relevance of evidence given to support an argument for a specific audience	>>>>>	>>>>>	355, 361, 362, 363
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(2) analyze the relevance of evidence given to oppose an argument for a specific audience	>>>>>	>>>>>	355, 363, 364
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(3) analyze the quality of evidence given to support an argument for a specific audience	>>>>>	>>>>>	355, 361, 364
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(4) analyze the quality of evidence given to oppose an argument for a specific audience	>>>>>	>>>>>	356, 362, 363, 364
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(5) analyze the credibility of evidence given to support an argument for a specific audience	>>>>>	>>>>>	355, 361, 363

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	(6) analyze the credibility of evidence given to oppose an argument for a specific audience	>>>>>	>>>>>	356, 362, 363, 364
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	(1) analyze famous speeches for the rhetorical structures used to convince the reader of the authors' propositions.	>>>>>	>>>>>	22, 323, 349
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	(2) analyze famous speeches for the rhetorical devices used to convince the reader of the authors' propositions	>>>>>	>>>>>	22, 323, 349
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	(1) analyze the clarity of the objective(s) of procedural text	>>>>>	>>>>>	283, 359, 413
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	(1) analyze factual data presented in multiple graphical sources	>>>>>	>>>>>	59, 172, 302
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	(2) analyze quantitative data presented in multiple graphical sources	>>>>>	>>>>>	171, 172, 264

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	(3) analyze technical data presented in multiple graphical sources	>>>>>	>>>>>	59, 172, 302
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	(1) compare how events are presented by visual images versus non-visual texts	>>>>>	>>>>>	65, 247, 266
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	(2) compare how information is communicated by visual images versus non-visual texts	>>>>>	>>>>>	61, 186, 187
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	(3) contrast how events are presented by visual images versus non-visual texts	>>>>>	>>>>>	207, 247, 263



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	(4) contrast how information is communicated by visual images versus non-visual texts	>>>>>	>>>>>	186, 293, 314
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	(1) analyze how messages in media are conveyed through visual techniques	>>>>>	>>>>>	61, 63, 524
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	(2) analyze how messages in media are conveyed through sound techniques	>>>>>	>>>>>	207, 263, 451
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	(1) compare coverage of the same event in various media	>>>>>	>>>>>	66, 261, 266, 361

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	(2) contrast coverage of the same event in various media	>>>>>	>>>>>	66, 266, 361
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	(1) evaluate changes in formality within the same medium for specific audiences	>>>>>	>>>>>	182, 287, 450
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	(2) evaluate changes in formality within the same medium for specific purposes	>>>>>	>>>>>	182, 207, 287, 450
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	(3) evaluate changes in tone within the same medium for specific audiences	>>>>>	>>>>>	257, 451, 496, 514

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	(4) evaluate changes in tone within the same medium for specific purposes	>>>>>	>>>>>	29, 257, 451
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and develop	(1) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences	>>>>>	>>>>>	398, 562, 563
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and develop	(2) plan a first draft by determining appropriate topics through a range of strategies	>>>>>	>>>>>	235, 319, 495, 563
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and develop	(3) plan a first draft by developing a thesis or controlling idea	>>>>>	>>>>>	319, 401, 563

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(1) structure ideas in a sustained way	>>>>>	>>>>>	153, 206, 270, 320, 402
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(2) structure ideas in a persuasive way	>>>>>	>>>>>	183, 289, 311
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(3) develop drafts in timed situations that include transitions	>>>>>	>>>>>	183, 496, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(4) develop drafts in timed situations that include the rhetorical devices used to convey meaning	>>>>>	>>>>>	183, 270, 565

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(5) develop drafts in open-ended situations that include transitions	>>>>>	>>>>>	206, 320, 496, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	(6) develop drafts in open-ended situations that include the rhetorical devices to convey meaning	>>>>>	>>>>>	152, 320, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(1) revise drafts to improve style after rethinking how well questions of purpose have been addressed	>>>>>	>>>>>	237, 321, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(2) revise drafts to improve style after rethinking how well questions of audience have been addressed	>>>>>	>>>>>	237, 321, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(3) revise drafts to improve style after rethinking how well questions of genre have been addressed	>>>>>	>>>>>	237, 321, 565

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(4) revise drafts to improve word choice after rethinking how well questions of purpose have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(5) revise drafts to improve word choice after rethinking how well questions of audience have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(6) revise drafts to improve word choice after rethinking how well questions of genre have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(7) revise drafts to improve figurative language after rethinking how well questions of purpose have been addressed	>>>>>	>>>>>	78, 321, 497, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(8) revise drafts to improve figurative language after rethinking how well questions of audience have been addressed	>>>>>	>>>>>	78, 321, 497, 565

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(9) revise drafts to improve figurative language after rethinking how well questions of genre have been addressed	>>>>>	>>>>>	78, 321, 497
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(10) revise drafts to improve sentence variety after rethinking how well questions of purpose have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(11) revise drafts to improve sentence variety after rethinking how well questions of audience have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(12) revise drafts to improve sentence variety after rethinking how well questions of genre have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(13) revise drafts to improve subtlety of meaning after rethinking how well questions of purpose have been addressed	>>>>>	>>>>>	321, 403, 565

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(14) revise drafts to improve subtlety of meaning after rethinking how well questions of audience have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	(15) revise drafts to improve subtlety of meaning after rethinking how well questions of genre have been addressed	>>>>>	>>>>>	321, 403, 565
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, mechanics, and spelling	(1) edit drafts for grammar	>>>>>	>>>>>	156, 238, 404
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, mechanics, and spelling	(2) edit drafts for mechanics	>>>>>	>>>>>	156, 238, 498
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, mechanics, and spelling	(3) edit drafts for spelling	>>>>>	>>>>>	156, 322, 404, 498
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(1) revise final draft in response to feedback from peers	>>>>>	>>>>>	321, 403, 497



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(2) revise final draft in response to feedback from teacher	>>>>>	>>>>>	78, 321, 497
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(3) publish written work for appropriate audiences	>>>>>	>>>>>	239, 323, 499
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	(1) write an engaging story with a well-developed conflict and resolution	>>>>>	>>>>>	97, 292, 495
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	(2) write an engaging story with interesting and believable characters	>>>>>	>>>>>	97, 270, 495
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	(3) write an engaging story with a range of literary strategies and devices to enhance the plot	>>>>>	>>>>>	270, 496, 574
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	(1) write a poem using a variety of poetic techniques	>>>>>	>>>>>	76, 77, 177

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	(2) write a poem using a variety of poetic forms	>>>>>	>>>>>	76, 77, 177, 392
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone	(1) write a script with an explicit or implicit theme	>>>>>	>>>>>	48, 313, 436
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone	(2) write a script with details that contribute to a definite mood or tone	>>>>>	>>>>>	313, 327, 436
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(i) effective introductory and concluding paragraphs and a variety of sentence structures	(a) effective introductory paragraphs	152, 153, 462, 487, 494, 495
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(i) effective introductory and concluding paragraphs and a variety of sentence structures	(b) effective concluding paragraphs	400, 401 494, 495

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(i) effective introductory and concluding paragraphs and a variety of sentence structures	(c) a variety of sentence structures	67, 402, 462
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(ii) rhetorical devices, and transitions between paragraphs	(a) rhetorical devices	400, 496, 564
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(ii) rhetorical devices, and transitions between paragraphs	(b) transitions between paragraphs	67, 152, 462, 565
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(iii) a controlling idea or thesis	(a) a controlling idea or thesis	401, 402, 462
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(iv) an organizing structure appropriate to purpose, audience, and context	(a) an organizing structure appropriate to purpose	T152, T319, T495

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(iv) an organizing structure appropriate to purpose, audience, and context	(b) an organizing structure appropriate to audience	152, 153, 319, 564
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(iv) an organizing structure appropriate to purpose, audience, and context	(c) an organizing structure appropriate to context	123, 152, 153, 495, 564
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(v) relevant information and valid inferences	(a) relevant information	401, 402, 565
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write an analytical essay of sufficient length that includes:	(1) write an analytical essay of sufficient length that includes:	(v) relevant information and valid inferences	(b) valid inferences	31, 319, 510
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include	(1) write procedural or work-related documents that include	(i) organized and accurately conveyed information	(a) organized information	153, 582, 584

<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Element</b>	<b>Sub-element</b>	<b>Page(s)</b>
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include	(1) write procedural or work-related documents that include	(i) organized and accurately conveyed information	(b) accurately conveyed information	153, 582, 584
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include	(1) write procedural or work-related documents that include	(ii) reader-friendly formatting techniques	(a) reader-friendly formatting techniques	374, 580, 581, 584
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	(1) write an interpretative response to an expository or a literary text that:	(i) extends beyond a summary and literal analysis	(a) extends beyond a summary	67, 289, 311, 487
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	(1) write an interpretative response to an expository or a literary text that:	(i) extends beyond a summary and literal analysis	(b) extends beyond a literal analysis	67, 289, 371, 487
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	(1) write an interpretative response to an expository or a literary text that:	(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations	(a) addresses the writing skills for an analytical essay	67, 289, 311, 487

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	(1) write an interpretative response to an expository or a literary text that:	(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations	(b) provides evidence from the text using embedded quotations	67, 229, 289, 311, 347
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	(1) write an interpretative response to an expository or a literary text that:	(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices	(a) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices	42, 180, 229, 300, 484
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	(1) produce a multimedia presentation with graphics, images, and sound that conveys a distinctive point of view to a specific audience.	>>>>>	>>>>>	232, 398, 492
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	(2) produce a multimedia presentation with graphics, images, and sound that appeals to a specific audience.	>>>>>	>>>>>	239, 316, 323

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence	(1) a clear thesis or position based on logical reasons supported by precise evidence	>>>>>	>>>>>	401, 402, 459
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence	(2) a clear thesis or position based on logical reasons supported by relevant evidence	>>>>>	>>>>>	401, 402, 459
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views	(1) consideration of the whole range of information on the topic	>>>>>	>>>>>	371, 401, 462
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views	(2) consideration of the whole range of views on the topic	>>>>>	>>>>>	371, 401, 462

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views	(3) consideration of accurate and honest representation of these views	>>>>>	>>>>>	371, 401, 462
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(C) counter-arguments based on evidence to anticipate and address objections	(1) counter-arguments based on evidence to anticipate objections	>>>>>	>>>>>	267, 371, 401
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(C) counter-arguments based on evidence to anticipate and address objections	(2) counter-arguments based on evidence to address objections	>>>>>	>>>>>	371, 401, 462
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(D) an organizing structure appropriate to the purpose, audience, and context	(1) an organizing structure appropriate to the purpose	>>>>>	>>>>>	319, 401, 402



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(D) an organizing structure appropriate to the purpose, audience, and context	(2) an organizing structure appropriate to the audience	>>>>>	>>>>>	319, 401, 402
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(D) an organizing structure appropriate to the purpose, audience, and context	(3) an organizing structure appropriate to the context	>>>>>	>>>>>	319, 401, 402
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(E) an analysis of the relative value of specific data, facts, and ideas	(1) an analysis of the relative value of specific data	>>>>>	>>>>>	319, 462, 489
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(E) an analysis of the relative value of specific data, facts, and ideas	(2) an analysis of the relative value of specific facts	>>>>>	>>>>>	319, 462, 489

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	(E) an analysis of the relative value of specific data, facts, and ideas	(3) an analysis of the relative value of specific ideas	>>>>>	>>>>>	319, 462, 489
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)	(a) more complex active tenses	102, 106, 124, 605  Grammar & Writing Practice Book 43, 44
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)	(b) more complex passive tenses	401, 404, 498
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)	(c) more complex verbals (gerunds, infinitives, participles)	152, 234, 494  Language & Grammar Lab Transparency #89

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(ii) restrictive and nonrestrictive relative clauses	(a) restrictive relative clauses	254, 438, 464, 488Grammar & Writing Practice Book pg.198Language & Grammar Lab TRs #103-108
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(ii) restrictive and nonrestrictive relative clauses	(b) nonrestrictive relative clauses	438, 464, 488  Grammar & Writing Practice Book SE:178-183, 195, 197 Language & Grammar Lab Transparencies:97-108
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(1) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(iii) reciprocal pronouns (e.g., each other, one another)	(a) reciprocal pronouns	394, 376, 598 Grammar & Writing Practice Book:157 Language & GrammarTransparencies: 90
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities	(1) identify the subjunctive mood	>>>>>	>>>>>	124, 268, 606 Grammar & Writing Practice Book SE:47, 48, 49, 50-51, 65 Language & Grammar Lab Transparencies:#28-30

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities	(2) use the subjunctive mood to express doubts, wishes, and possibilities	>>>>>	>>>>>	124, 268, 606 Grammar & Writing Practice Book:48, 49, 50-51Language & Grammar Lab TE: 29-31Language & Grammar Lab Transparencies:#28-30
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)	(1) use a variety of correctly structured sentences	>>>>>	>>>>>	460, 462, 464
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(A) use conventions of capitalization	(1) use conventions of capitalization	>>>>>	>>>>>	28, 156, 322
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(i) quotation marks to indicate sarcasm or irony	(1) quotation marks to indicate sarcasm	338, 386, 611
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(i) quotation marks to indicate sarcasm or irony	(2) quotation marks to indicate irony	22, 112, 611

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions	(a) comma placement in nonrestrictive phrases	304, 438, 610
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions	(b) comma placement in non-restrictive clauses	460, 464, 498 rammar & Writing Practice Book 178-183, 195, 197, 198Language & Grammar Lab TRs #97-108
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions	(c) comma placement in contrasting expressions	205, 206, 235 Grammar & Writing Practice Book 179, 182-183, 197 Language & Grammar Lab TRs #100, #102
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use correct punctuation marks including:	(1) use correct punctuation marks including:	(iii) dashes to emphasize parenthetical information	(a) dashes to emphasize parenthetical information	197, 286, 358, 449
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected:	(A) to spell correctly, including using various resources to determine and check correct spellings.	(1) to spell correctly, including using various resources to determine and check correct spellings.	>>>>>	>>>>>	156, 322, 404, 498
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic	(1) brainstorm and formulate a major research question to address the major research topic	>>>>>	>>>>>	319, 398, 510

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic	(2) consult with others and formulate a major research question to address the major research topic	>>>>>	>>>>>	319, 398, 510
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic	(3) decide upon a topic and formulate a major research question to address the major research topic	>>>>>	>>>>>	319, 349, 510
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(B) formulate a plan for engaging in research on a complex, multi-faceted topic	(1) formulate a plan for engaging in research on a complex, multi-faceted topic	>>>>>	>>>>>	319, 349, 512
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry	(1) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues within the field of inquiry	>>>>>	>>>>>	510, 511, 515
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry	(2) follow the research plan to compile data from authoritative sources in a manner that identifies the debates within the field of inquiry	>>>>>	>>>>>	510, 511, 515
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	(1) organize information gathered from multiple sources to create a variety of graphics and forms	>>>>>	>>>>>	319-321, 349, 515

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)	(1) paraphrase researched information	>>>>>	>>>>>	319, 510, 515
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)	(2) summarize researched information	>>>>>	>>>>>	319, 510, 515
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)	(3) quote researched information	>>>>>	>>>>>	319, 510, 515
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)	(4) accurately cite all researched information according to a standard format	>>>>>	>>>>>	319, 349, 515
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(A) modify the major research question as necessary to refocus the research plan	(1) modify the major research question as necessary to refocus the research plan	>>>>>	>>>>>	236-237, 320, 510

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(1) evaluate the relevance of information to the topic	>>>>>	>>>>>	319, 401 514
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(2) determine the reliability of sources (including Internet sources) by examining their authority	>>>>>	>>>>>	319, 511, 513
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(3) determine the reliability of sources (including Internet sources) by examining their objectivity	>>>>>	>>>>>	319, 511, 513
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(4) determine the validity of sources (including Internet sources) by examining their authority	>>>>>	>>>>>	319, 511, 513
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(5) determine the validity of sources (including Internet sources) by examining their objectivity	>>>>>	>>>>>	319, 511, 513
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(6) determine the accuracy of sources (including Internet sources) by examining their authority	>>>>>	>>>>>	319, 511, 513



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity	(7) determine the accuracy of sources (including Internet sources) by examining their objectivity	>>>>>	>>>>>	319, 511, 513
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(C) critique the research process at each step to implement changes as the need occurs and is identified	(1) critique the research process at each step to implement changes as the need occurs and is identified	>>>>>	>>>>>	510, 513, 515
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(A) marshals evidence in support of a clear thesis statement and related claims	(1) marshals evidence in support of a clear thesis statement	>>>>>	>>>>>	232, 319, 401
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(A) marshals evidence in support of a clear thesis statement and related claims	(2) marshals evidence in support of related claims	>>>>>	>>>>>	232, 319, 401
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view	(1) provides an analysis for the audience that reflects a logical progression of ideas	>>>>>	>>>>>	321, 495, 496

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view	(2) provides an analysis for the audience that reflects a clearly stated point of view	>>>>>	>>>>>	321, 401, 403
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(C) uses graphics and illustrations to help explain concepts where appropriate	(1) uses graphics and illustrations to help explain concepts where appropriate	>>>>>	>>>>>	46, 71, 349
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research	(1) uses a variety of evaluative tools to examine the quality of the research	>>>>>	>>>>>	321, 403, 514
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials	(1) uses a style manual to document sources	>>>>>	>>>>>	320, 402, 515

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation the research into a written or an oral presentation that:	(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials	(2) uses a style manual to format written materials	>>>>>	>>>>>	78, 156, 515
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	(1) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection	>>>>>	>>>>>	150, 232, 405,
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	(2) listen responsively to a speaker by asking questions related to the content for clarification	>>>>>	>>>>>	405, 439, 503
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	(3) listen responsively to a speaker by asking questions related to the content for elaboration	>>>>>	>>>>>	51, 68, 405,

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	(1) follow complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes	>>>>>	>>>>>	411, 413, 434
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	(2) give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes	>>>>>	>>>>>	411, 413, 434
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(C) evaluate the effectiveness of a speaker's main and supporting ideas.	(1) evaluate the effectiveness of a speaker's main ideas	>>>>>	>>>>>	239, 321, 353
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(C) evaluate the effectiveness of a speaker's main and supporting ideas.	(2) evaluate the effectiveness of a speaker's supporting ideas	>>>>>	>>>>>	239, 321, 353

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventio	(1) give presentations using informal language effectively to meet the needs of audience, purpose, and occasion	>>>>>	>>>>>	239, 323, 499
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventio	(2) give presentations using formal language effectively to meet the needs of audience, purpose, and occasion	>>>>>	>>>>>	239, 323, 499
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventio	(3) give presentations using technical language effectively to meet the needs of audience, purpose, and occasion	>>>>>	>>>>>	239, 323, 349
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventio	(4) give presentations employing eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	>>>>>	>>>>>	239, 323, 499

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(1) participate productively in teams [by] building on the ideas of others	>>>>>	>>>>>	437, 439, 460
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(2) participate productively in teams [by] contributing relevant information	>>>>>	>>>>>	437, 439, 460
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(3) participate productively in teams [by] developing a plan for consensus-building	>>>>>	>>>>>	437, 439, 460
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(4) participate productively in teams [by] setting ground rules for decision-making	>>>>>	>>>>>	437, 439, 460

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic vocabulary			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(2) use strategic learning techniques to acquire grade-level vocabulary			



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment			45, 145, 347

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment			98, 249, 388
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use accessible language and learn new and essential language in the process	(1) use accessible language and learn new language in the process			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use accessible language and learn new and essential language in the process	(2) use accessible language and learn essential language in the process			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing ability of when to use formal English commensurate with grade-level learning expectations			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(3) demonstrate an increasing ability of when to use informal English commensurate with grade-level learning expectations			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(1) develop repertoire of learning strategies commensurate with grade-level learning expectations			
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(2) expand repertoire of learning strategies commensurate with grade-level learning expectations			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) make connections across content areas and use and reuse language and concepts in different ways	(1) make connections across content areas			95, 303, 420
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) make connections across content areas and use and reuse language and concepts in different ways	(2) use and reuse language in different ways			27, 85, 216
(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) make connections across content areas and use and reuse language and concepts in different ways	(3) use and reuse concepts in different ways			283, 308, 372

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(1) recognize elements of the English sound system in newly acquired vocabulary			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions			410, 489, 555, 556
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions			2, 80, 158

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language			



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(1) listen to a variety of media to build and reinforce concept attainment			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(2) listen to a variety of media to build and reinforce language attainment			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(3) derive meaning from a variety of media to build and reinforce concept attainment			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(4) derive meaning from a variety of media to build and reinforce language attainment			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations			
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content an	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs			411, 413, 434

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content an	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs			463, 465, 488
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content an	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs			29, 31, 46
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content an	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs			102, 228, 312, 313

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content an	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs			318, 402, 462
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions	(1) understand basic structures			29, 31, 293, 295
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions	(2) understand basic expressions			7, 29, 49



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions	(3) understand basic vocabulary			29, 49, 127
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers	(1) analyze spoken discourse for appropriateness of purpose with a variety of audiences			85, 295, 351
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers	(2) evaluate spoken discourse for appropriateness of purpose with a variety of audiences			85, 295, 351

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) infer meaning by making association sof utterances with actions, visuals, and the context of the situation	(1) infer meaning by making associations of utterances with actions			313, 461, 489
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) infer meaning by making association sof utterances with actions, visuals, and the context of the situation	(2) infer meaning by making associations of utterances with visuals			207, 413, 461, 489
(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) infer meaning by making associations of utterances with actions, visuals, and the context of the situation	(3) infer meaning by making associations of utterances with the context of the situation			452, 461, 489

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, events and basic concepts such as numbers, days of the week, food occupations, a	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, events and basic concepts such as numbers, days of the week, food occupations, a	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, events and basic concepts such as numbers, days of the week, food occupations, a	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2)speak using grade-level content area vocabulary in context to build academic language proficiency			5, 72, 161, 243, 316, 492

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) share information in cooperative learning interactions	(1) share information in cooperative learning interactions			7, 9, 26, 68
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, such as directions and address as we	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vo			



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, such as directions and address as we	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabul			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics			351, 353, 372

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics			375, 377, 394
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics			375, 377, 394

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate, with increasing specificity and detail as more English is acquired			245, 247, 488
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired			85, 87, 163, 165, 245, 247

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired			239, 411, 413
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) share prior knowledge with peers and others to facilitate communication and to foster respect for others	(1) share prior knowledge with peers to facilitate communication			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) share prior knowledge with peers and others to facilitate communication and to foster respect for others	(2) share prior knowledge with peers to foster respect for others			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) share prior knowledge with peers and others to facilitate communication and to foster respect for others	(3) share prior knowledge with others to facilitate communication			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) share prior knowledge with peers and others to facilitate communication and to foster respect for others	(4) share prior knowledge with others to foster respect for others			
(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/.informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) describe the immediate surroundings such as classroom, school, and home	(1) describe the immediate surroundings			184, 163, 165
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(1) learn relationships between sounds and letters of the English language			36, 134, 252



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(2)decode (sound out) words using a combination of skills			14, 112, 170
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials			25, 101, 487

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print			34, 260, 411
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials			267, 347, 393
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials			63, 268, 348

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(1) use prereading supports to enhance comprehension of written text			140, 260, 379
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned			302, 303, 309
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(1) use visual and contextual support to read grade-appropriate content area text to comprehend increasingly challenging language			302, 303, 309

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(2) use visual and contextual support to enhance and confirm understanding needed to comprehend increasingly challenging language			57, 272, 280
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language			88, 166, 296
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language			46, 102, 348

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(6) use support from peers and teachers to read grade-appropriate content area text needed to comprehend increasingly challenging language			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(7) use support from peers and teachers to enhance and confirm understanding needed to comprehend increasingly challenging language			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend i	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs			92, 110, 132
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs			191, 197, 465
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs			145, 183, 458

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs			71, 315, 397
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) read silently with increasing ease and comprehension for longer periods and comprehension	(1) read silently with increasing ease for longer periods and comprehension			
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) read silently with increasing ease and comprehension for longer periods and comprehension	(2) read silently with increasing comprehension for longer periods and comprehension			



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs			24, 66, 139
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details	(2) expand reading skills commensurate with content area needs			144, 197, 305
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence co	(1) demonstrate English comprehension by employing inferential skills commensurate with content area needs			415, 441, 467

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence co	(2) expand reading skills by employing inferential skills commensurate with content area needs			427, 451, 481
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(1) demonstrate English comprehension by employing analytical skills commensurate with content area and grade level needs			25, 101, 123
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(2) expand reading skills by employing analytical skills commensurate with content area and grade level needs			118, 203, 371

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(1) read authentic literature to develop vocabulary			22, 37, 195
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(2) read authentic literature to develop structures			220, 222, 419
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(3) read authentic literature to build background knowledge needed to comprehend increasingly-challenging language			90, 212, 416

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(4) use kinesthetic visual support to develop vocabulary			86, 186, 313
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(5) use kinesthetic visual support to develop structures			126, 159, 186
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language	(6) use kinesthetic visual support to build background knowledge needed to comprehend increasingly-challenging language			126, 159, 186

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(M) use verbal cueing strategies such a pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience	(1) use verbal cueing strategies for key words			79, 165, 488
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(M) use verbal cueing strategies such a pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience	(2) use non-verbal cueing strategies to enhance the reading experience			79, 465, 488
(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(N) retell, role-play, and/or visually illustrate the order of events	(1) retell, role-play, and/or visually illustrate the order of events			295, 313, 436

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(1) learn relationships between sounds and letters of the English language to represent sounds when writing in English			
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary			67, 101, 289
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary			104, 186, 292

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(1) spell familiar English words with increasing accuracy			156, 322, 404
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired			104, 156, 498
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired			

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired			104, 156, 350, 567
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(2) edit writing for standard grammar and usage, including pronoun agreement commensurate with grade-level expectations as more English is acquired			78, 350, 462, 567
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(3) edit writing for standard grammar and usage, including appropriate verb tenses commensurate with grade-level expectations as more English is acquired			270, 292, 322



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations, such as: (i) using correct verbs, tenses, auxiliaries, and pronouns/antecedents; (ii) using nominative, objective, and possessive ca	(1) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations			78, 270, 322
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired			462, 496, 498, 567
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired			104, 126, 156, 462

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired			206, 460, 496
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired			494, 495, 496
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired			235, 236, 237

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired			67, 123, 393, 433
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points	(1) use basic capitalization correctly			28, 156, 322
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(H) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points	(2) use basic punctuation correctly			78, 238, 404

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	(1) use graphic organizers as pre-writing activity to demonstrate prior knowledge			153, 289, 311
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	(2) use graphic organizers as pre-writing activity to add new information			101, 206, 270
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(I) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	(3) use graphic organizers as pre-writing activity to prepare to write			320, 401, 495

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(J) write with more proficient use of orthographic patterns such as diagraphs and consonant blends with the initial s- and rules such as qu together, consonant doubling, dropping final e, and changing y to i	(1) write with more proficient use of orthographic patterns			37, 113, 359
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text	(1) develop drafts by categorizing ideas			155, 235, 319
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text	(2) develop drafts by organizing them [ideas] into sentences			155, 235, 319

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text	(3) develop drafts by organizing them [ideas] into paragraphs			237, 401, 495
(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	(K) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text	(4) develop drafts by blending paragraphs within larger units of text			495, 496, 497
<b>Reading/Comprehension</b>					
(RC-9) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and	(1) reflect on understanding to monitor comprehension	>>>>>	>>>>>	125, 191, 379

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Page(s)
(RC-9) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	(B) make complex inferences about text and use textual evidence to support understanding.	(1) make complex inferences about text	>>>>>	>>>>>	415, 427, 441
(RC-9) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	(B) make complex inferences about text and use textual evidence to support understanding.	(2) use textual evidence to support understanding	>>>>>	>>>>>	197, 451, 458